At the end of this unit, the student will be able to:

- Understand the significance of William Shakespeare and Elizabethan Drama
- Read, analyze, interpret, and respond to an Elizabethan Drama
- Interpret and respond to Shakespeare's use of language
- Identify the characteristics of a Shakespearean tragedy
- Identify literary devices in a Shakespearean tragedy
- Improve skills in art, drama, formal writing, and creative writing
- Relate literature to personal experience and relevant 21st century issues
- Relate literature to its historical context
- Identify and use new vocabulary words

“Fair is foul, and foul is fair.”

JUST SO YOU KNOW . . .
The three witches are reminiscent of the three Fates of Greek mythology and the three Norns of Norse mythology. “Weird” (as in “weird sisters”) used to mean “destiny” or “fate”
Activity 4.1 - Before You Read
Download or print the following presentations:
A) The Life and Times of William Shakespeare
B) The Language of Shakespeare
  1. How to get through "thou" and "thee" with ease
  2. Elizabethan Glossary
  3. Characteristics of a Shakespearean Tragedy
C) Literary Elements
D) Acts 1-5 Vocabulary Lists
You must have your notes on the due date.
Be prepared for an open notes quiz on the notes information
Due Date:

Activity 4.2 - ACT I, "All Hail Macbeth!"
• Pre-Reading Task - If The Crime Fits
• Tossing Lines Activity
• Review Act I Vocabulary List
• Read/Listen to Act I of Macbeth on pp. 272-290 or 301-317
• Answer the Guided Reading questions and participate in the class discussion.
• Lady Macbeth Solo Acting Activity
• Prepare for a content and vocabulary quiz on Act I.
Due Date/Quiz Date:

Activity 4.3 - ACT II, "Macbeth shall sleep no more."
• Review Act II Vocabulary List
• The Great Chain of Being
• Read and listen to Act II of Macbeth on pp. 204-307 or 321-333.
• Answer the Guided Reading questions and participate in the class discussion
• Prepare for a content and vocabulary quiz on Act II.
Due Date/Quiz Date:

Activity 4.4 - Vocabulary Journal #1
Choose one of the following topics for a vocabulary journal using all of the words from Acts I and II.
• Describe a fictional character who is similar to Macbeth
• Describe a fictional character who is similar to Lady Macbeth
• Describe a fictional pair similar to Macbeth and Banquo
• Describe a fictional act of betrayal from TV, books, or film
Use context clues. Do not change the part of speech. Underline each vocabulary word. There is no minimum length requirement, however, all words must be used correctly. Use good grammar and correct spelling. Do not use first or second person pronouns. (TYPED)
Due Date:

TEST #1
Prepare for a test on Acts I and II of Macbeth. The test will cover all drama content, vocabulary, character quotes, chronological sequencing, true or false, and literary terms for both acts.
TEST DATE:
Activity 4.5 - ACT III, “Blood will have blood.”
- Review Act III Vocabulary List
- Read and listen to Act III of Macbeth on pp. 310-325 or 337-351.
- Answer the Guided Reading questions and participate in the class discussion
- **Prepare for a content and vocabulary quiz on Act III.**
Due Date/Quiz Date:

Activity 4.6 - ACT IV, “Double, double, toil and trouble”
- Round the Cauldron Activity
- Review Act IV Vocabulary List
- Read and listen to Act IV of Macbeth on pp. 328-345 or 355-371.
- Answer the Guided Reading questions and participate in the class discussion
- Complete the apparitions worksheet
- **Prepare for a content and vocabulary quiz on Act IV (CLASSWORK).**
Due Date/Quiz Date:

Activity 4.7 - Macbeth and the Witches
Choose one of the following options:

Option #1 - The Weird Sisters
Macbeth turns to the witches once again for help. Draw your own interpretation of Macbeth and his meeting with the witches. Try to capture the mood of the encounter with shadows, shading, symbols, etc. Fill the space and use color appropriately. You will be graded on interpretation, neatness, technique, expression, and creativity. You must include the quotation that served as your inspiration. Use standard 8 1/2 x 11 paper. **YOUR WORK MAY BE DISPLAYED.**

Option #2 - Witches` Poem
Create a witches` poem - this one for a good purpose rather than an evil one. Write down all the ingredients and create an "incantation" for the recipe. Make the lines of your incantation rhyme, as do the witches in the play. For example, you might say “good clean water and chocolate chips, a pinch of truth from honest lips.” You must have at least 12 rhyming couplets (for a total of 24 lines). Number every five lines. **(TYPED)**
Due Date:

Activity 4.8 - ACT V, “Tomorrow and tomorrow, and tomorrow.”
- Review Act V Vocabulary List
- Read and listen to Act V of Macbeth on pp. 348-361 or 375-388.
- Answer the Guided Reading questions and participate in the class discussion.
- **Prepare for a content and vocabulary quiz on Act V.**
- 32-Second Macbeth Activity
Due Date/Quiz Date:
Activity 4.9 - Vocabulary Journal #2
Choose one of the following topics for a vocabulary journal using all of the words from Acts III, IV, and V

- Macbeth’s internal conflicts
- Macbeth’s external conflicts
- Macduff and Malcolm

Use context clues. Do not change the part of speech. Underline each vocabulary word. There is no minimum length requirement, however, all words must be used correctly. Use good grammar and correct spelling. Do not use first or second person pronouns. (TYPED)

Due Date: 

Project #1 - Individual Performance - “Life’s but a walking shadow”
Sign up to act out Macbeth’s “Tomorrow, and tomorrow and tomorrow” speech from Act V. Your piece must be memorized and performed dramatically. You will be graded on memorization, recitation, interpretation, and overall performance.

Due Date: SIGN-UP SHEET

TEST #2
Prepare for a test on Acts III- V of Macbeth. The test will cover all drama content, vocabulary, character quotes, chronological sequencing, true or false, and literary terms for all three acts. There will be an in-class essay which will count as a separate test grade.

TEST DATE: 

nfitzgerald@ndhsguam.com/www.fitzlit.weebly.com
Project 2 - The Tragedy of Macbeth by William Shakespeare

Individual Projects: Monologues and Soliloquies
- Schedule a date and time to perform your selection.
- You must choose from the list below.
- Selection must be memorized and performed dramatically (not merely recited).
- Costumes, scenery, props, or music must be used to enhance performance.

Choose from the following scenes:
1) Act I, scene v - Lady Macbeth: lines 1-30
2) Act I, scene v - Lady Macbeth: lines 37-54
3) Act I, scene vii - Macbeth: lines 1-28
4) Act II, scene i - Macbeth: lines 33-64
5) Act II, scene iii - Porter: lines 1-21
6) Act III, scene i - Macbeth: lines 48-72
7) Act III, scene v - Hecate: lines 2-33

Macbeth on Film

Check out some of these productions and adaptations of Shakespeare’s Macbeth.

Roman Polanski’s Macbeth (1971)
Throne of Blood
Scotland, PA

“Life’s but a walking shadow. . . .”
Group Project Options

Those who choose to work as a group must follow these criteria:
• No more than 5 members per group. I MUST APPROVE GROUP MEMBERS BEFORE WORK BEGINS!
• Submit group member names on a sheet of paper.
• Deadline for group names submission:

CHOOSE ONE OF THE FOLLOWING:

Option #1 - Macbeth: The Musical
• Choose a scene from Macbeth.
• Write a song in the style of a Broadway musical or rock opera that a character would sing in that scene (Hey, it worked for West Side Story).
• Stage the scene and use appropriate props, costumes, sound effects, and scenery.
• All music and lyrics must be original.
• This scene may be performed in class or may be recorded and edited. This project must be shown in class.
  Submit a typed copy of the script and lyrics.
• The entire performance must be at least 5 minutes in length.

Option #2 - Macbeth Live!
• Each group must select a scene or number of scenes to perform live
• Scenes may be performed as written in the play, or groups may write a modern version of the scenes
• If doing a modern version, the new script must relate directly to the acts or scenes being modernized.
  One typed script must also be submitted.
• Selection must be memorized and performed dramatically. You will be graded on your preparation, organization, relevance to the themes, acting, and overall performance.
• Costumes, scenery, props, or music must be used to enhance performance
• Performance must be 6-12 minutes in length
• Every group member must have at least one speaking role

Option #3 - Macbeth: The Movie
• Each group must select a scene or number of scenes to perform
• Scenes may be performed as written in the play, or groups may write a modern version of the scenes
• If doing a modern version, the new script must relate directly to the acts or scenes being modernized.
  One typed script must also be submitted.
• Selection must be performed dramatically. You will be graded on your preparation, organization, relevance to the themes, acting, and overall performance.
• Costumes, scenery, props, or music must be used to enhance performance
• Videotape scenes and edit into your final project
• Be conscious of scenery, audio levels, lighting, etc. These elements will be part of your final grade.
• Show video in class on due date. Bring necessary equipment
• Performance must be 6-15 minutes in length (This does not include title and end credits or deleted scenes)
• Every group member must have at least one speaking role
• Group members may be from different class periods only if doing the video option. Each member will show the same video during his/her class period.

DUE DATE: